



SRA Guidance Series

176

Getting job experience

by

THOMAS E. CHRISTENSEN



What good is work experience?

Is work experience worth your while? The answer is an obvious "Yes."

Work experience helps you to:

- Gain experience in different fields of work by which you can decide on your future vocation
- Develop desirable work habits
- Secure experience which will be an advantage when you seek a full-time job
- Learn how to manage money earned in paid work experiences
- Put into practice some of the things you've learned in school

To sum things up, work experience will help to make your move from the world of school to the world of work an easier one.

This booklet was written to help you discover how **you** can benefit from work experience, how **you** can get worth-while job experience, and how working **now** can be of value to you **later** in a full-time job.

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by

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A first word

Most boys and girls look forward to going to work when they leave school. To them — and to you — a job means standing on one's own feet. In other words, it implies that you have grown up. But not all teen-agers find jobs when they finish school. Often this is because they have failed to acquire those skills and habits which make them valuable workers. Furthermore, many young people find that they have chosen jobs for which they are not suited or in which they are not interested. Situations like these usually cause a delay in the growing up process — in getting started at a career.

To avoid this delay and to help students prepare for the occupational world, educators have, in recent years, looked to *work experience* as the answer. Work experience introduces you to *real* job situations. In addition, it is one of the best ways of determining your aptitudes and limitations for a particular occupational field. Teachers, counselors, employers, and students themselves are agreed that young people should have an opportunity to *learn to work* — before they leave high school.

However, that doesn't mean that *any* after-school job will help you vocationally. The truth of the matter is that occupational adjustment — finding a job suitable for you and succeeding at it — is not attained merely by performing some kind of labor. It is, rather, the result of the interpretations and conclusions which you make about your work activities, that is, what you learn about work and about yourself in relation to the job world. This booklet has been written to help you and other young people like you to make effective and valuable interpretations about work experience, to understand what work experience is, how to obtain it, how to get the most out of it, and how to use this work experience as an aid in deciding on an occupational field.

Whether you are working at present, or thinking about it, or simply interested in planning your future career, you will find that the suggestions in this booklet will help you to make the jump from school to work. They will also help you to discover the occupational field for which you are best fitted. In short, the primary purpose of this booklet is to assist you in solving two of your biggest problems — *How to earn a living* and *how to make a place for yourself in the world of work*.

Work experience - an important part of your education

E DUCATION isn't all books, classes, and teachers demanding reams of homework from you. It's something bigger, more comprehensive. It's learning to live, to work, and to play. It includes your *whole* life, not just the hours spent in school. Although to all appearances you are going to school to learn how to do quadratic equations, or to learn when William the Conqueror won the Battle of Hastings, actually these facts in themselves are not going to be vital to your future life — unless you're going to be a mathematician or historian.

Your life of the future will be made up of many things, but the two main parts of it will be your work and your social life. At this moment you are probably becoming very well educated socially, but how are you doing vocationally? Are you preparing for your future employment?



The old saying about "all work and no play" also holds true for all play and no work. Although social life is important, experience in working is also valuable.

Take the case of Johnny.

Johnny, after graduation from high school, confidently approached the employment manager of the Midway Manufacturing Company where

he wanted a job. About the first question he had to answer in his interview was: "What work experience have you had?"

Johnny had to admit that he had never had the least contact with work — outside of homework — while he was in school. He hadn't had to get a job and so he had just concentrated on having a good time. In fact, he wasn't even quite sure what the manager meant by work experience.

The result was that Johnny didn't get the job. The employment manager regretfully had to explain to him that "It's a company policy to hire only young people who have had some experience. We don't have time to teach them *how* to work."

For the first time, Johnny realized that his schooling had not adequately prepared him for the future. When his younger brother, Bob, heard about Johnny's experiences, he made up his mind not to let the same thing happen to him. So he went to see his school counselor, Mr. Bennett, to find out more about work experience. This is what Mr. Bennett had to say:

"While some schools are just beginning to pay attention to work experience, employers have for a long time recognized its value. They have discovered that work experience which is well supervised helps teen-agers to learn good working habits, and that makes them more valuable employees. Another of the important benefits of work experience is the part it plays in helping you make a vocational choice. You can often tell whether you would like a certain type of work for a life career. Naturally, work experience will not solve all your vocational problems, but it can help you a great deal. No matter what occupation you eventually enter, you will find it helpful to have some work experience before you leave high school."

What is work experience?

Work experience is simply a name given to work activities which help you to develop skills, attitudes, and habits which will be of value to you when you take up an occupation. A paid part-time job after school, an unpaid job in school, or a job in which you help to improve your community are included in this definition. The most effective work experience, however, is that which is supervised by the school and is planned with the student's interests and abilities in mind.

Drudgery though you may think it, the study of school subjects is not included in this definition. Work here is being considered as something which furnishes goods or services. For example, when you go to a math class, you are studying. When you start applying what you have learned on a job, say in the school bank, you are getting work experience.



Time spent in going to school has increased steadily over the past years.

Or, if you have an afternoon job in the bank downtown, you are practicing what you have learned in class. And, of course, you may be getting paid while getting your work experience.

Why work experience is necessary

Before World War II teenagers frequently found it difficult to get jobs because they didn't have any experience. NO JOBS FOR YOUTH signs are beginning to crop up again. The most important reason, perhaps, is that young people today make up a smaller proportion of the total population than they did in the past. For example, in 1800 there were approximately 10 children under 15 years of age

for every 8 adults. In 1948, on the other hand, there were about 10 children under 15 for every 28 adults. This can be explained by the fact that we have had fewer immigrants coming to the United States, families have become smaller, and, because of improved medical care, people are living longer.

As the proportion of adults in the population has increased, older people have tended to hold their jobs longer, making it more and more difficult for young people to get beginning jobs. At the same time, adults have encouraged young people to remain in school by passing child labor and compulsory school attendance laws. Labor unions have limited the number of people who are allowed to learn a trade. Thus the average age at which a young person lands a steady job has been advancing. Proposals have recently been put forth to raise compulsory school attendance to 18 years of age. If such a proposal were adopted, it would be necessary for almost all schools to develop work experience programs for their students. For by the time an 18-year-old left school, started getting experience, and finally got a real start on his career, he would be well into his twenties. This would keep advancing the time that he could afford to get married and have a home and family. Work experi-



Older workers hold jobs longer today, making it hard for young job-seekers.

ence while still in school would cut down on the time spent getting started and getting experience.

Another important reason for the lack of job opportunities for youth can be found in a study of the census. Every ten years, when the census is taken by the United States Department of Commerce, the occupations of all the citizens of this country are listed — among other facts. The last census returns show that the number of laborers in 1940 was not much greater than the number of laborers in 1910. But the proportion of semiskilled workers has steadily increased.

Now here is what these occupational trends mean for you. When your father was young, it was fairly easy for a young man to begin his occupational career as a common laborer. He could gain work experience at such a job, and this would give him an entry into the occupational world. But those jobs are becoming fewer and fewer. Increasingly, the common labor jobs of a generation ago are being mechanized or eliminated. They are replaced by the operative or semiskilled machine job. For these positions employers prefer those who have had some occupational experience. The young man today, unlike the young man a generation ago, faces a definite handicap if he hasn't had work experience.

In addition, opportunities for work experience in the home are becoming more and more restricted. A generation ago, your father could get work experience just by repairing things and doing other odd jobs around the house. Today, the vacuum cleaner, the oil burner, and all the other automatic devices that have made living easier have done away with most of this. A skilled repairman must be called in for repairing these "modern gadgets." You benefit from all the modern conveniences just as your parents do. But home just doesn't offer the work opportunities that it used to.

Therefore you come up against the same old problem. Employers want you to have work experience before they give you a full-time job. But they often won't hire you to give you a chance to get it. This is a serious problem, especially when jobs are not so easy to get. However, one good sign is appearing. More and more schools are developing work experience programs so that teen-agers can get the necessary work experience. Here are several different types of these programs.

Work experience programs

In Philadelphia, work experience is an important part of the educational program. The students, carefully supervised by a coordinator, work at a great variety of jobs: salesclerk, stock boy, delivery boy, office boy, waitress, nursemaid, gas station attendant, newsboy, auto mechanic's helper, and truck driver. Working hours are limited to four hours a day on school days and eight hours a day on Saturday. And school credit is given for the work.

This type of work experience comes under the heading of *supervised part-time work outside of school*. During the war it was quite simple for students to get this kind of work; employers were crying for any kind of help they could get. But in the years ahead, as the labor market becomes more stable, jobs won't be nearly so plentiful. However, many schools are planning campaigns to encourage employers to hire part-time workers.

Another illustration of work experience is the *diversified cooperative occupations training program*, which provides training for occupations such as these: bricklayer, cabinet maker, dry cleaner, florist, meat cutter, sign painter, welder, and window display man. The plan receives federal aid, and it has been especially popular in schools in the southern states.

There are several differences between the two plans just given. Under the part-time plan any job which is not injurious to the student's health may be included. Under the cooperative occupations program only those



You may be able to get job training in a cooperative occupations program.

jobs which require relatively long training are included. For example, the jobs of delivery boy and auto mechanic would be included under the part-time plan. But only the job of auto mechanic would be accepted for training under the diversified occupations training program. Also, under the latter plan a student must spend a minimum of two school periods in the study of information related to the occupation for which he is training.

In some communities students have found it difficult to get work experience through the kinds of part-time employment described above. So the schools have organized their own work experience programs. One school has arranged for the students to manage their own bank, working as tellers, cashiers, and bookkeepers. In this way they learn arithmetic and business practices through practical experience. Other examples of in-school work experiences include preparing food in the school cafeteria, the improvement and maintenance of school grounds, operating the school motion picture projector, doing clerical work in the office, and printing the school paper.

In other schools students have banded together to improve the appearance of the community, and individual students have volunteered service to the community as a spare-time activity. The student council in one school started a variety of civic betterment activities, which included the improvement of a run-down house near the school, planting flowers in a grass plot separating two highways, and giving clerical as-

sistance during a community drive. Such *community service activities* are another way of gaining work experience.

High school students have also secured work experience through self-made jobs. Teen-agers with initiative often make part-time jobs for themselves or run a business, on a small scale. There are countless jobs of this type. To mention just a few — selling neckties, operating a mailing service, operating a magazine and subscription agency, making and selling wooden or ceramic articles, and selling advertising. There are also hundreds of services you can offer—washing dogs, baby sitting, mowing lawns, shoveling snow, and so forth.

Child labor versus work experience

Not all part-time work is necessarily work experience. Take Tony, for instance. Twelve years old, Tony is working at the corner drug store every night, from 6 P.M. to 10 P.M. On Sunday he works all day. Working at night, plus such long hours, has given Tony a cough he can't get rid of. The doctor has forbidden any more work, and Tony may even have to stop school for a while. His job is not work experience — it comes under the heading of "Child Labor."

Child labor is the kind of work in which young people are useful because they'll work for little pay. The object of work experience, on the other hand, is to help teen-agers to move easily from the world of school to the world of work. When young boys and girls work for long hours, or at night, or in unsuitable and dangerous jobs, they are engaging in child labor. Experts on the subject agree that 16 years is the minimum employment age for students, and several state legislatures have passed laws limiting combined school and work hours to 8 per day.

Teen-agers are often tempted to take jobs which may be injurious to their health and safety. But such jobs don't pay off. Every teen-ager should have friends and hobbies, and keep mentally and physically fit, in order to attain full development and growth. Doing the wrong kind of work is one of the surest ways of never attaining these goals.

The values of work experience

ASK any senior what one of his biggest problems is. The odds are he'll tell you that it's finding the kind of work he'd like—choosing a career that's suitable for *him*. Interest inventories and aptitude tests, plus skillful counseling, can be of great help to students in solving this problem. But although these services offer valuable assistance, many students also need work experience in order to find the final answer to their problem.

Gordon is a good illustration. When he was a junior in high school, Gordon thought that he would like to become a hotel manager. So, he got a summer job as a bellboy. Through this experience Gordon discovered that he could get along well with people because he was tactful and could handle guests' complaints very well. He also discovered, though, that the hotel business involved a great deal of night work and the irregular hours were bad for his health. So when he returned to school, Gordon talked the problem over with his counselor.



Often, if you're undecided about what occupation you should take up, a part-time job will help you to make up your mind.

Gordon's counselor pointed out that the bellboy's work belonged to the dealing-with-people, or *Public Contact* type of work. Gordon had

found out through his job that he liked working with people and was good at it, which is the most important factor for success in public contact work. So he considered several jobs in this group or job family, as it's often called. By the end of his senior year in school he had narrowed his choice down to three: claims adjuster for an insurance company, salesperson of some kind, and investigator of complaints in a department store. Gordon was unable to get the claims adjuster job, but he did secure a position as salesclerk in a department store. Eventually, because he was successful in dealing with customers, he was promoted to the job of complaint clerk.

In short, Gordon's bellboy job helped him to find out that he was *not* suited for hotel work, but that he *was* suited for certain other jobs in the *Public Contact* job family.

Dollars and sense

Work experience not only helps young people choose a vocation — it helps with another problem which teen-agers must face when they start to work (and forever after): *how to spend and save money wisely*. While you're getting work experience you have a good opportunity to start learning the techniques of saving and spending. In Los Angeles, student workers who were asked how they spent their money showed they had already learned how to save. Here's how they spent some of their earnings: (The figures at the right show average monthly amounts and do not include all expenses.)

Contribution to home	\$15.75
Savings Bonds and Stamps	7.62
Clothes	11.46
Savings	12.24
Spending money	11.01

How about you? Do you know how to manage money? When you eventually get a full-time job, you'll find yourself faced with this question. So it's good practice to find the answer now. There is, of course, no *one* solution to the spending and saving of money. Everyone has to work out his own special plan. But there are some general rules which may help you when figuring out how to make your money stretch.

First of all, there's social security. If you work for a business firm, you will probably have money deducted from your pay for that. The purpose of the Social Security Act is to make savings compulsory so that you will have a means of support in your old age and will not become dependent upon public or private welfare agencies. However, if you want to save to buy a new tennis racket or reindeer sweater, you are on

your own. There's no compulsory saving for that. The first rule, then, is: *Decide how much you can save each week; put that in the bank; plan how to spend what is left.* Suppose you earn \$10.00 a week. You might contribute \$5.00 at home, save \$3.00, and spend the remaining \$2.00.

The second rule is: *Make a plan for saving regularly.* If you save only now and then, you are likely to get careless and put off saving until tomorrow what you should be saving today. And one day you'll be surprised to find that you haven't really saved anything. Your local savings bank has many plans for painless saving. For example, you may join a Vacation or Christmas Club, putting a small amount into the bank every week. And at the end of a year, you'll be amazed to see how much your small weekly sums have grown — into a man-sized amount.

How will you spend your earnings? Many teen-agers literally throw away their money on temporary pleasures. Comic books, movies, marsh-mallow delight sundaes, and unlimited cokes are fun at the time, but after they are consumed and enjoyed, what have you got to show for them? (Except, possibly, strained eyes and 10 excess pounds.) Naturally no one would expect you to give up all these pleasures. But it is possible to overdo a good thing. And another result of spreading your money in all directions is that you find you never have enough left to buy something bigger that you might need later. Five dollars squandered in the Coke Shoppe leaves no impression, while the same \$5.00 when spent for a new sport shirt may really mean something to you, and can be enjoyed for a long time. If you try to cut down the amount you spend on things that are not worth while, you'll have some left for really important things. *Spending all the money that you earn is not one of the values of work experience.*

Your job and your school work

It suddenly dawned on Pete one afternoon at the yards of the Thompson Building Materials Company Mr. Nyberg, the math teacher at school, knew what he was talking about after all! All those problems about how much four pounds will cost if $6\frac{1}{2}$ pounds cost \$12.50 weren't just silly exercises to keep the kids busy. Pete saw that now — although he had literally groaned every time Mr. Nyberg gave him one to do. Just today, when Tony, the boss at the yard, was busy, Pete had a chance to use what Mr. Nyberg had taught him. Figuring the cost of that small order for sand that Tony had turned over to him was a cinch — when you knew how! And for the first time, taking math made sense to Pete.

Many young workers, like Pete, find that work experience helps to give more meaning to school work. So often when you're weary of home-



Many boys on work experience projects find shop courses especially valuable.

work and examinations, you wonder just what good all this is going to do you when you have to make a living. But when you're working, you see just how your studies are helping you on the job, and school work attains an importance it never had before.

Student workers soon learn what subjects are valuable. When a group enrolled in a work experience program were asked what subjects they found most helpful on their jobs, the majority replied, "English and mathematics." Lack of knowledge in these subjects may be a real handicap even to a part-time worker. For example, Denise worked in an office, afternoons, typing letters for a manufacturer. Unhappily, her English was not all it should have been, and she didn't last very long at that job. And Bill was "separated" from his position as salesclerk in a grocery store because he couldn't make change correctly. So you see where English and math can be important. So can your other subjects. Boys on work experience projects have reported that they have found shop courses, physical education, science, salesmanship, and typing most helpful. Girls have frequently stressed typing, salesmanship, nursing, office practice, and home economics as being particularly valuable.

In short, work experience not only makes choosing a vocation an easier job: it also gives you a chance to learn to manage your money and your time, and gives school work a real purpose.

It's up to you

NOW that you've been sold on the values of work experience, let's look at the other side of the picture. Part-time work can be damaging to both your health and your school work — *if it's not the right kind of work*. Whether work experience proves valuable or damaging is up to you!

Take Frank for instance. He didn't consider a part-time job as anything but a way to earn as much money as he could. And he thought he had found the way. The local bowling alley paid its pin boys well; so Frank worked every day from 4:30 in the afternoon until 11:00 at night, setting up pins and rolling back players' balls. He was so tired in class every day he could hardly keep his eyes open, and his weight was going steadily down. He used to get sleepy at night, too, as the long hours dragged on. After about eight months at this job, Frank was just a little too slow to react one night, and a bowling ball, thrown with terrific force, caught him in the leg and knocked him down. The result was a badly broken leg, and Frank was laid up in a cast for several months, with instructions from the doctor not to go back to that job.

That was an illustration of a job which menaced both health and safety. A less tragic example, but also one with far-reaching effects, is Phyllis. Phyllis had long set her heart on being a chemist — she wanted a career in chemical research more than anything in the world. But she got a job as cashier in a restaurant afternoons and evenings, which took up so much of her time that she had very few hours left for parties, dates, and homework. Because she was a normal young girl, she didn't want to leave out her social life entirely, and so what suffered most was her school work. Although she had been an "A" student, she began failing in most of her courses, and her hopes for a college scholarship allowing her to train as a chemist soon disappeared.

The situations Frank and Phyllis found themselves in are good illustrations of *what not to do* when getting a part-time job — *if you want to continue leading a normal, healthy life*. When considering outside employment you have to think not only of the money angle, but also of the relation between your job and (1) your health; (2) your safety; (3) your studies; and (4) your school activities.

YOUR PART-TIME JOB AND YOUR HEALTH. Although you may take your good health for granted, as something that is coming to you, it is really your most valuable asset, and one to be guarded—not only

because of your personal happiness, but also because of your future job success. Your health as a worker is also vital to the welfare of the community, for handicapped or unemployable workers may be dependent on the city or state. Especially in difficult economic times, handicapped workers are the last to get jobs, and the first that have to be taken care of by community agencies. Both the federal and state govern-



Handicapped persons have difficulty getting jobs, especially during depressions.

ments have passed laws designed to protect the health of young workers. The laws vary from state to state—some standards are higher than others. One state, for example, has established the following child labor standards:

1. A minimum age of 16 for work during school hours
2. A nine-hour day for school and work combined
3. Night work generally prohibited
4. Work in occupations dangerous to health forbidden

In order to enforce these standards many states require that young people, up to the age of 18, get working certificates. This employment certificate is usually obtained from the superintendent of schools. The most effective certificates want to know: (1) if you have reached the legal age for employment; (2) if you are physically fit for the work that you propose to enter; and (3) if your job provides legal working conditions. In order to get a certificate in those states which have higher child labor standards you must: (1) show evidence of your age;

(2) submit a school record, showing the last grade completed; (3) present a certificate of physical fitness; and (4) get a statement from your prospective employer specifying the work you are to do and the working hours.

Students who go to work without an employment certificate are working illegally. Any employer who wants to hire you without a certificate is likely to take advantage of your position, either by requiring you to work too many hours, or by having you do work that is dangerous to your health and safety. If possible, it is always a good idea to have a medical checkup before taking a job. *A part-time job which injures your health is not work experience.* An employment certificate is your protection — so don't neglect to get one before starting any part-time job.

YOUR PART-TIME JOB AND YOUR SAFETY. Certain jobs are particularly dangerous for young, inexperienced workers. A nationwide survey of manufacturing industries, made by the Department of Labor, showed that the number of disabling injuries was much greater for workers under 18 than for those over 18. The rate was 22.9 per million man-hours of employment for those under 18 years of age and 15.7 for those over 18.

State laws offer some protection, and the federal government through the Fair Labor Standards Act also safeguards minors from dangerous employment in certain industries which ship their goods from one state to another. For example, if you are under 18 you are not permitted to:

1. Work in an explosives plant
2. Operate woodworking machines
3. Engage in logging and sawmilling operations
4. Work where you will be exposed to radioactive substances
5. Work as a truck driver

BE CAREFUL! Work in a dangerous occupation may handicap you for life. Don't take a part-time job where you have to:

1. Work in or around blast furnaces, coal mines, docks, wharves
2. Run an elevator or dynamo
3. Oil or clean machinery while it is in motion
4. Work near harmful dusts
5. Do dangerous work around railroads or boats

A part-time job in which you may become seriously injured is *not* work experience. A lost hand, arm, or leg cannot be replaced. Guard yourself from serious injury by avoiding occupations especially dangerous for young workers.

YOUR PART-TIME JOB AND SCHOOL. When student workers in one large city were asked whether working part time had helped or

hindered their studies, some of the answers were as follows: "I don't have enough time to study." "I budget my time and don't run around so much."

To which group do you belong? You may be wasting your time and not getting anything done. Why not budget your time as if it were money? Make a time schedule showing when you go to school, when you work, and when you study. There are, unfortunately, just 24 hours in the day. If you work in the afternoon and go to the movies at night, you won't have time to get your school work done for the next day. That's obvious. Sixty-three per cent of the students enrolled on a work experience program in Los Angeles stated that they believed they must graduate from high school in order to become successful adult workers. If you feel the same way about it, then budgeting your time is worth the effort it may cost you to get your life down to something of a routine. And a time budget is something that will serve you equally well in your post-school years.

YOUR PART-TIME WORK AND ACTIVITIES. All study and work — and no play — makes Jackson a dull boy, as the saying goes. Even if you do have a part-time job, it doesn't mean you have to isolate yourself from everything that's fun. Maybe you won't have time for quite so many extracurricular activities, and you can only manage dates on weekends, but that's not too great a hardship. If you arrange your time, make a schedule and stick to it, you'll discover that you can get almost everything in. And you'll make a success of it!



Having a part-time job doesn't mean you have to cut yourself off from all fun.

IV

How you can get work experience

NOW you have the inside information on the what and why of work experience. But the \$64 question is *how*. Planning to acquire some of this work experience, you say, is an A-plus No. 1 idea — but *getting* a job is another matter.

IN-SCHOOL WORK EXPERIENCE. If you're lucky enough to go to a school which has established a program of in-school work experience, your job hunt is made much easier. There is a direct procedure you can follow:

1. Go to your counselor, principal, or placement director for information about job openings in the school.
2. Choose, if possible, a job which will enable you to work in a field in which you are interested or in which you think you may become interested.

However, if your school doesn't have an organized work experience program, that doesn't mean you can't get any in-school work experience.

Think of all the numerous activities going on all the time in your school. Couldn't some of them substitute as work experience? For example, what about the work activities of the Junior Red Cross? In Kansas City, Missouri, several boys who belonged to the Junior Red Cross made stands for movie projectors which were then donated to veterans' hospitals. In another school, girls made scrapbooks for the entertainment of hospitalized veterans. How about making scenery for schools plays? Or working on the school paper? All these jobs, and others like them, serve the same purpose as work experience (except financially). For they enable you to learn or gain skill in some activity, by *doing* it. Another item added to your list of accomplishments.

Broadcast your job hunt

Of course jobs like those just mentioned won't come running after you — you must be the pursuer. So don't hide your interest in wanting to get work experience. Tell your teachers, friends, and school officials. They may have ideas and can help you. Look around your school and note those things which need doing. Decide which things you would like to do and could do best. Then apply to your teacher or principal for permission to do them.

Here are some projects which are included in the work experience programs of many schools and which may give you some ideas:

1. Repairing and rebinding books for the school library
2. Running duplicating machines
3. Making dolls to illustrate characters in literature, to be used in the English department
4. Working in the school cafeteria
5. Building music stands
6. Taking care of chemistry apparatus
7. Running the school motion picture projector
8. Testing soil for local farmers
9. Taking tickets at athletic events
10. Caring for physical education apparatus
11. Washing and varnishing woodwork
12. Constructing bicycle racks
13. Landscaping school grounds
14. Assisting the school nurse with her records
15. Doing clerical work in the school office

How about it? Aren't there a lot of jobs like these around your school which need doing? Although you won't get paid, you will have fun. And you will get valuable work experience.



This high school girl works part time helping out in the school's kindergarten.

J.G.E.R.T. West Bengal

Date.....

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WORK EXPERIENCE THROUGH PART-TIME JOBS. If you're alert and determined, it shouldn't be too difficult for you to find an in-school job. After all, your teachers and principal know you. You don't have to do too much of a job of selling yourself to them. But, once you venture outside the familiar walls of school, and into the unknown world of business, you're just another one of the many boys and girls who apply for work. Which means that you will have to sell your services to your future employer, if you choose to get your work experience through part-time employment.

But first you have to find an employer to sell services to. Here are a few suggestions about making those first contacts:

1. Register with your school placement office for a part-time job. If your school doesn't have a placement office, tell your principal that you are interested in finding an after-school job. Employers frequently apply to principals when they need part-time help.
2. Pound the pavement. Contact employers personally. Keep your eyes open as you go through town; you can frequently find out which employers need help just by a "Boy Wanted" sign.
3. Study the want ads in your local newspapers; this is often the easiest way to discover where to apply for a job.
4. Watch for newspaper stories about new businesses starting up in your town. When the business is ready to open you can then be among the first to apply for possible openings.
5. Use "pull" or "drag" to get a job if you can. However, this applies only to *getting* a job, not to *holding* it or advancing on the job. There's nothing wrong with landing a job through your family or friends. But from then on, you're on your own. Friendship for you or your parents is not going to influence your success on the job. And it's just as well to learn to stand on your own feet now. Eventually you're going to have to.

Keep a record of the people whom you want to contact for jobs. Did they have the job you wanted? Did they tell you to come back later? If they did, then make a note to contact them later. You sometimes have to have a great deal of persistence in landing the job you want.

INTERVIEW TECHNIQUES. Locating a possible job is just the beginning. After that, you have to sell yourself. And that's a real job — as Barbara Adams found out. Barbara decided to apply for a job in a record shop. She loved music and she also liked contact with people. So she figured that selling records would give her an opportunity to cash in on both of her interests. Once on her way to the shop, however, she began to have misgivings. Was she dressed right? Would she know

what to say? What did you tell the man, anyway? And maybe she was too young. Maybe they didn't need any more salesgirls. Maybe . . . but you know the rest of the familiar line. Barbara, her feet lagging more and more as she approached the store, finally took the plunge and entered. But she was still scared. And when a clerk asked if he could help her, she turned four shades of red and blurted out the name of the latest Vaughn Monroe platter, which she hastily paid for — and escaped from the store. Without any job, needless to say.

Now Barbara is a good example of how *not* to go about this business of applying for a job. She should have found out the facts before venturing into the matter. She should have planned her approach. Mastering the techniques of the interview is invaluable in getting a job, both now and later. Everyone — except possibly a few incredibly poised individuals — dread going to the first few interviews. Some people never get over the sinking feeling in the pit of the stomach when they go to apply for a job. But if you know just what are the right and accepted things to do, and how to do them, the interview need hold no terrors for you. And the more experience you get now in carrying an interview off successfully, the easier it will be for you later, when it may count even more.

First of all, your appearance is important. It's not a good idea to arrive in blue jeans, plaid shirt, or bobby sox. Or to go to the other



Put all your careless habits and sloppy clothes away when you apply for a job.

extreme, to come in your best date outfit. Strike a happy medium. Wear tailored clothes, if you're a girl. And try to look as much as possible like a person who has a steady job with the company at which you're applying. Of course, it goes without saying that you'll be clean and neat.

Learn as much as you can about the firm for which you hope to work. Your future employer is quite likely to ask you why you want to work for his company, and you should be prepared with a good reason. Another question he will probably ask is "What experience have you had?" This is where in-school work experience will be useful. If you are applying for a clerical job, for example, your work in the principal's office may help you land the job.

Be sure to listen carefully and courteously to everything the employer says. And don't talk too much. Remember, he is conducting the interview, not you. But do tell him what you can do, what your plans are, and what you hope to be qualified for eventually.

These suggestions apply to getting both part-time and full-time jobs. There is another technique that applies to both types of jobs that will be most helpful. Take a PERSONAL DATA SHEET with you when you apply for a job. Here is a sample.

NAME Peter Smith

ADDRESS 22 Elm St.

Lynn, Mass.

HEIGHT 5'7"

WEIGHT 140 lbs.

PHYSICAL

HANDICAPS None

EDUCATION

Elementary School: Milbury School, Graduated 1945.

Junior High School: Grafton Junior High, Graduated 1948.

High School: At present a sophomore at South High School.

EXPERIENCE

Operated the school motion picture camera at Grafton Junior High School, 1947.

Newspaper route, 1947-48.

Ran duplicating machine at South High School, 1948-49.

SCHOOL ACTIVITIES

President of sophomore class.

Member of Dramatic Club.

HOBBIES

Stamp collecting. Photography. Church Young People's Work.

REFERENCES

Mr. Samuel Smart, Counselor, South High School.

Mr. John Woodward, Principal, Grafton Junior High School.

FATHER'S

OCCUPATION Foreman

NATIONALITY American

RELIGION Protestant

AGE 16

BIRTHDAY June 16, 1933

TELEPHONE 5-9611

The advantage of your personal data sheet is that it will supply you quickly with all the right answers when you are filling out your application blank. It is also a good idea to leave a copy of your personal data sheet with your prospective employer. If he doesn't have an immediate opening, it may remind him of you when he does need a part-time worker.

COOPERATIVE OCCUPATIONS PLAN. If your school is operating a diversified cooperative occupations program, job getting will be simpler than if you have to do it on your own initiative. Your coordinator will have sold the community on the idea of part-time jobs for students. The main purpose of this program, however, is not just to get you a job. It is to teach you certain skills — such as repairing radios, setting type, painting signs, cutting meat — which you can use in a full-time job later. It will take you from one to two years to learn these skills.

In order to be placed in this program, you have to apply to the coordinator. When he selects students for training he keeps in mind that:

1. Sixteen is usually specified as the minimum age to enter training.
2. The junior year in high school is generally recognized as the time for starting work.
3. Health and physique are important points to be considered. An applicant must measure up to the requirements of a trade. For example, the plumber's job requires strength and the use of his legs and arms. He must stand, walk, kneel, crouch, stoop, and turn while he's working. He has to lift heavy tools and push or pull on pipes to put them in position. On the other hand, the jeweler requires finger dexterity rather than physical strength. He sits on a stool for long periods. He uses both hands to work with small saws, files, tweezers, emery paper, jeweler's lathe, soldering iron, and graduated ring stick in making and repairing jewelry.
4. In certain cases social aptitude is an important consideration. Coordinators have discovered that students who are accustomed to the same environment as workers in a trade can adjust themselves better to the conditions of the trade than can pupils whose backgrounds are quite different from that of members of the occupation in question. For example, the barber's son is more likely to fit in the environment of the barber's trade than is the son of a banker.

The following schedule will give you some idea of the way in which the diversified occupations plan works out in practice.¹

¹Adapted from J. Warren Smith, *Diversified Occupations*, Bulletin No. 3, Division of Teacher Training, North Carolina State College, October, 1940.

CLASSIFICATION OF SUBJECTS	SUBJECT	HOURS PER WEEK	NO. OF WEEKS	UNITS OF CREDIT	TAUGHT BY
REQUIRED H.S. SUBJECT	English	5	36	1	English teacher in school
SUBJECTS RELATED TO SHOPWORK	Machine Drawing	5	36	3	Coordinator in school
	Theory of Machine Shop	5	36		Coordinator in school
OCCUPATIONAL SHOP TRAINING	In a Machine Shop	15			Journeyman mechanic at machine shop

You will notice that the boy who follows this schedule receives his work experience in a machine shop under the direction of an experienced machinist. One class period per day is devoted to the study of English. Another period is given up to the study of machine drawing. The remaining period is spent in the study of machine shop theory. The latter two subjects are taught individually since each student enrolled in the program must study material related to his trade.

If your school has one of these cooperative occupations programs, you'll want to get acquainted with your coordinator during your sophomore year in high school. Then you'll have plenty of time to get occupational information about job training opportunities and to make your selection. And you'll have to prove to the coordinator that you're interested and capable of benefitting from the program. Because employers are unwilling to cooperate with a coordinator who does not send them suitable candidates for on-the-job training, the coordinator makes his selections carefully.

COMMUNITY SERVICE JOBS are still another source of work experience. In addition to the value you will get from working for the community, the community will also benefit from your services. Jim Allen, a high school junior, spends three evenings a week in a settlement house, teaching manual training to elementary school pupils. Helen Cummings, a high school senior, works in the dental clinic three afternoons each week. She helps the dental hygienist care for the children who are waiting for dental treatment. Then there is Jennifer Stone, who works a few hours each day as junior nurse's aide in the local hospital. The possibilities for community service jobs are numerous in every town. Here are a few suggestions:

1. Helping to raise funds for the local community chest
2. Directing younger groups in girls' and boys' clubs

3. Aiding in church and church school work
4. Doing volunteer work for the Red Cross
5. Acting as a counselor in a "fresh air" camp
6. Helping to beautify city property
7. Working on "clean up" campaigns
8. Surveying the housing needs of the city
9. Providing entertainment for people in homes for the aged
10. Producing and distributing food for the needy

Community service jobs can be found through your teachers, principal, parents, pastor, boys' and girls' club directors, YMCA and YWCA secretaries, Red Cross officials, Community Chest director, etc. Just let them know you're looking for a way to help. They'll be only too pleased to help you find that way.

No pay for these jobs, you say, turning up your nose? Well, think what your community would be like if many citizens did not give their services to the community without pay. To illustrate, in one city the head of a large manufacturing concern gives a considerable amount of his time to directing the Community Chest drive every year.



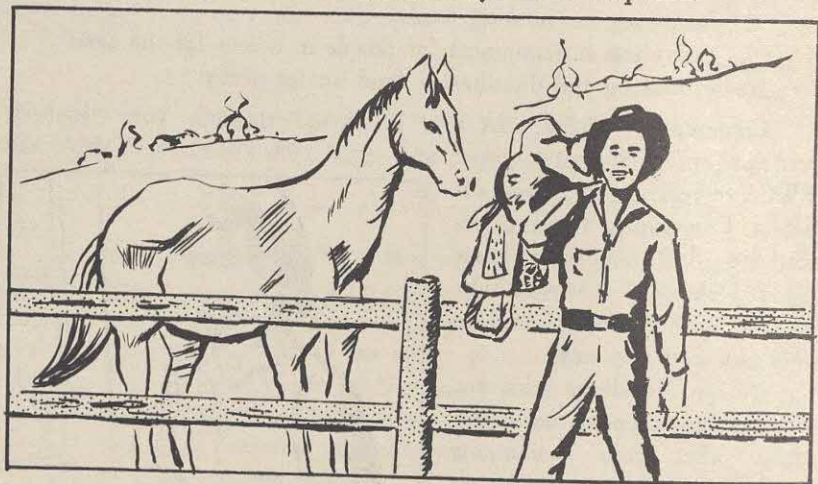
There's satisfaction in Red Cross work.

And many men give freely of their services by directing Boy Scout work, serving on YMCA committees, assisting in relief activities of the Red Cross, etc. Women, too, devote much of their time to civic improvement work. These men and women are paid by the satisfaction of helping to build a good community. In addition to helping improve your town, community service jobs will help you in getting work experience.

In-school work, part-time jobs, cooperative occupations positions, and community service employment are all valuable means of getting work experience. But they are not likely to provide job opportunities for all teen-agers who want to secure work experience before leaving school. What can *this* group do? The answer is—they can *make* jobs for themselves. In other words, invent them.

SELF-MADE JOBS. Paul Quigley, a Los Angeles high school student, was interested in raising animals. Under guidance of his work-

experience coordinator, he was able to sell a calf he had raised, and with the money he bought a horse. Then he started renting out the horse for riding. In a year and a half he owned 18 horses, and had leased 10 acres of land and some barns for a riding stable. Business was fine, so that he had to employ several high school youths to help him.²



Some young people start businesses of their own while they are still in school.

You can invent your own job and be your own boss. But in order to do this you have to be (1) wide awake to people's needs, and (2) intelligent in planning ways to meet those needs. To start you thinking, here are a few ideas:

1. Selling articles from house to house
2. Making and selling craftwork
3. Operating a skate sharpening business
4. Supplying a window washing service
5. Developing films
6. Selling junk
7. Running a roadside stand
8. Giving music lessons
9. Operating a "fixit" service
10. Repairing jalopies

Of course we haven't exhausted all the ways in which you can get work experience. But we have tried to open your eyes to some of the more common ways. However, your objective is not simply to get work experience. You will also want to obtain the greatest educational values from this work experience. And that's what the rest of this booklet is about.

²"Headstart for Success," *Vocational Trends*, April, 1947, p. 18.

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How work experience can help you advance in your full-time job

GETTING a job is one problem to be solved. Once you solve it, however, your troubles are by no means over. In a way, they're just starting. For keeping that job and doing well on it are other matters entirely. You see, consciously or unconsciously, an employer will always be rating you. He does it more thoroughly on a full-time job, but even on a part-time job, he's stacking you up against others. Of course, right now at school you are being rated, too, on the performance of your work—by means of the good old report card. But not only will your future employer rate you on the kind of work you turn out, but also on your work habits and attitudes around the office, factory, or store.

Many industrial firms are very systematic about rating their employees. They use merit rating charts and ask the supervisor to rate his workers on many traits. Here is an item from a typical merit chart. It's measuring cooperativeness, and the supervisor checks, for each employee, the description that fits him best.

COOPERATIVENESS

1. Group Work

Works very well with group	Works well with group most of the time	Works well with group some of the time	Does not get along with group most of the time	Cannot work with others at all
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2. Attitude Toward Suggestions

Is easily moved to anger when suggestions are made	Frequently complains and does not follow suggestions	Occasionally accepts suggestions	Is well balanced. Considers suggestions in good spirit	Meets all suggestions calmly and intelligently
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3. Ability to Handle People

Inspires co-workers	Can organize and direct others	Sometimes takes the lead	Usually depends on others	Can never win group support
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4. Group Adaptability

Is avoided by his co-workers	Is colorless. Does not attract others	Is accepted by the group	Is congenial. Is sought out by co-workers	Is very popular
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Other traits appearing on many merit charts include quality of work, quantity of work, reliability, stability, personal qualities, ability to express oneself, judgment, initiative, health, and perseverance.

How would you rate on such a scale? Often a poor merit rating means the difference between holding and losing a job. Through work experience you can learn the habits which will help you to get good merit ratings when you start out on your full-time job.

What employers want

Believe it or not, employers know what they want in their workers. A survey was made recently of Green Bay, Wisconsin, employers on what they want and expect of students just starting out in the business world. This is what they had to say.

When asked what they didn't like about high school workers they repeated over and over:

1. They lack training.
2. They lack interest.
3. They don't seem to know what they want.
4. They think they don't have to follow instructions.
5. They like to waste time. Unless checked, they do their work the easiest, most careless way.
6. They don't follow orders and they have a tendency to be cocky unless reprimanded several times — sometimes with the threat of being fired.

Every employer quizzed in the survey emphasized the *irresponsibility* of the young employees, as well as their *indifferent attitude* toward work, detail, speed, and progress. The most necessary adjustments which high school students must make when starting in the business world are, according to this group of employers:

1. Learning that a place of business is not for social contacts and that they must keep outside interests under control
2. Learning that they are members of a business organization and must work and not play
3. Learning that the world does not owe them a living, and that an employer is entitled to a day's work for a day's pay
4. Realizing that employers and employees must be a team working toward a common goal
5. Studying their jobs and discovering how to improve their positions

At the top of the list of qualities most essential for success in business is the *ability to get along with others*. Other important traits men-

tioned as necessary for business success are ambition, neatness, courtesy, alertness, willingness to accept constructive criticism, and dependability. Neatness is the quality most often mentioned by employers of salespeople. What may be of especial interest to you future workers is the fact that these employers rate work experience very high when employing full-time high school graduates. In other words, the majority of these employers stated that they would give preference, when hiring workers, to those applicants who have had work experience.

Because developing the right habits and attitudes now, while you're getting work experience, will be doubly valuable to you later on, we are going to discuss a few of the most important things you should know.

Proper employer-employee relationships

THE BOSS IS ALWAYS RIGHT — OR NEARLY ALWAYS. That's the first thing to remember on a job — any kind of a job. Even if he's wrong, he's still right as far as you're concerned. There's a good reason why he's head of the company, or of your department. And it's up to you to respect his opinions and decisions. However, this doesn't mean you can't make suggestions if you see ways of improving or speeding up the work you have to do. Your employer is always interested in having his business run more efficiently. And he'll be interested in *you* if you show him that you are concerned with it too.

A LITTLE APPLE-POLISHING. Try to please your boss as much as possible. It's only natural for an employee to want to get on the right side of the boss, because you want him to treat *you* right. Then, when the matter of raises, promotions, and privileges comes up, chances are he'll remember you as the fellow who has always done a good job and who does things the way he likes to have them done.

TACKLE ANY JOB. One of the best ways of gaining good will in your work is to be willing to do any job you are asked to do, even though you weren't hired to do that particular task. Every office or plant gets overloaded with work sometimes, and everyone has to pitch in and help, even if the work is tiresome. Don't take for granted the job you are given. Consider your work a constant challenge, and you will always be striving to do your very best at it. This attitude leads to success.

HONESTY PAYS. Many people consider themselves honest and would feel very injured if anyone suggested they weren't. Yet these same people think nothing of writing letters or reading magazines or otherwise wasting time on their jobs. No matter how you look at it this constitutes stealing — stealing time from an employer. Cheating by taking time or materials which are not yours only ends up with *you*



To make the most of your work experience it's smart to build good work habits.

being cheated. Because you usually don't succeed in fooling anyone, when your work record comes up for consideration you're not likely to be in line for any blue ribbons.

ADMIT YOUR ERRORS. Also, along the lines of honesty, when you make a mistake and an irate boss comes looking for the unfortunate offender, don't pretend you know nothing about it. Every beginner makes mistakes at first, and your boss will appreciate it if you admit yours and submit to correction. You can be sure you'll never make that particular error again, and your admission will create good feeling.

OFFICE ETIQUETTE. There's a certain etiquette to be observed at work, just as there is at parties, dances, and the dinner table. No. 1 in the set of rules is not to gossip about your boss and company. This not only creates very bad morale in the firm but has a way of getting around. Such remarks traced back to you won't help you get a good reputation for trustworthiness. Leave your employer's private and business life alone. This goes for the products or services offered by your employer, too. Don't disparage them to other people. Even if you don't think so much of the Little Marvel Egg Peeler manufactured by your employer, nevertheless it is paying your salary, and criticism of it is hurting not only the company, but yourself.

All these may sound like a lot of *don't's*, but they actually boil down to just a few major rules to follow — rules of courtesy and good breeding, honesty, initiative, and a willingness to do your best.

Acquiring good habits

REGULARITY AND DEPENDABILITY. Harry had a position doing various odd jobs around the office, where his boss wasn't always around. Harry, never one to overwork when he didn't have to, thought these unsupervised periods perfect for catching up on his comic book literature. His employer, however, was not completely blind so it wasn't long before Harry was looking for another job, *without* any references. Harry learned his lesson the hard way: Your employer expects you to be on the job. He *doesn't* expect you to be (1) late for work, (2) absent unless you're ill, or (3) away from your job during the hours you are being paid for. If you're going to make the most of your work experience it's smart to start right now to build up these work habits which are expected of you, and will continue to be expected of you from here on in.

TACT. Tact is another all-important trait that will be invaluable to you in your part-time job, in your full-time job, and in your social relations with people. What is this elusive quality, anyway, and how can you *acquire* it? Here's an example of the subtle difference that tact can make. Doris and Evelyn both worked part time in a department store, selling handbags. One day Doris waited on a customer who was hesitating between two different bags. One was \$5.00 and one was \$10.00. "The \$10.00 bag is naturally the best one," said Doris. "After all you can't expect to get a \$10.00 bag for only \$5.00." Evelyn had a customer faced with a similar problem. But she used a different approach. "If you want to spend only \$5.00," she explained, "this is a very good value. This bag has all the features of the other one, except that the leather probably won't wear as well." Doris's customer left the store without buying any bag, while Evelyn made a \$10.00 sale. You see, Evelyn was tactful — sensitive to other people's feelings. Try to put yourself in the other fellow's shoes and you will be on your way toward success.

OTHER TRAITS. Develop your initiative on the job and you'll go places. Always be alert to new ways of doing things, or work on new ideas that would help sell the product or save time in doing routine work. If you finish a job quickly, offer to do something else. Initiative is always appreciated — and frequently paid off — by your employer. But don't forget that perseverance is also important — the ability to stick by a difficult, or merely dull, job until it is done.

Cooperation with fellow-workers

The success you make of your jobs, both now and in the future, will depend greatly upon your willingness and ability to work with other

people. Few jobs are done in isolation, completely by one person; most jobs depend in some respect on supplementary work done by others. So although each worker has his job to do, he cannot do it successfully unless he has the cooperation of his fellow-workers. Take the classic example of the football team. The quarterback decides on the plays and calls the signals. The ball carrier throws a forward pass or bucks the opponents' line or runs around end. The guards and tackles are depended upon to block the would-be tacklers who try to break through their line. Eleven men, each doing his part in cooperation with his fellow players, make a gridiron team succeed. No one man by himself could accomplish that. It's the same situation on the school paper, in a department store, in an office, or in most places in which you get work experience.

You may have a part-time job in a variety store. A new employee asks you where certain goods should be displayed. Will you help her or will you let her blunder along on her own, figuring that she can do it by herself, that it's none of your business—that wasn't what you were hired for. Or you may be making scenery for the school play. A fellow worker needs help in hanging a door in a frame. What will you do—help him or let him struggle? Perhaps you're working in the school cafeteria. If you finish your work early, will you help a co-worker put utensils back into place or will you rush away, deciding that your job is done? Workers who cooperate with their fellow employees are those who keep jobs and are well liked by both employer and employees.

Securing marketable vocational skills

Your work experience should enable you to move easily into a full-time job by helping you gain certain marketable skills. A marketable vocational skill is a skill that is needed for a particular job—or jobs—and for which an employer will pay you a wage. For example, Bruce operates the school picture projector. He has learned a marketable skill—the technique of running the projector.

Learning to adjust to different job situations

Janet was secretary to the vice president at the Steele Box Company and liked both her work and her boss. After several years, however, he was transferred to another branch of the company, and a new vice president became Janet's boss. The new man, not surprisingly, had a different way of doing things, and Janet found herself faced with an entirely new routine—which she didn't like at all. She was accustomed to doing things the old way, and even though the new methods were much more

efficient, she couldn't get used to them, and couldn't forgive her new boss for all the changes he made. In a few months Janet left the company for another job. Chances are, though, that she didn't get along any better in the new job, because every company and every boss has a different way of doing things, and the girl—or fellow—who can't adapt to new situations is seldom *satisfied* or *satisfactory* on the job.

You not only have to change bosses occasionally, you sometimes have to change your type of work completely. Every new change in industry brings along with it changes in jobs. Machines and mass production often replace skilled workers. How about you? Are you able to change jobs or duties without any trouble?

In general, the work habits and attitudes that we have emphasized in this chapter are required on most jobs. But you should be prepared to adjust to a job which gives a different twist to these work habits. New labor-saving machinery, change of residence, slack seasons, and many other factors, as we mentioned before, may force you to change jobs. If you are to find work in those occupations where opportunities for employment are best, you should use your experience in developing the ability to:

1. Work well in different types of job situations
2. Get along well with your fellow workers
3. Change jobs when necessary
4. Adjust to the demands of different employers and jobs
5. Do different things well
6. Discard previously learned work habits that are not suitable in the new job

CHECKING UP ON YOURSELF. In this chapter we have tried to show you how your work experience can help you to advance in a full-time job later on. In order to help you, we have prepared a checklist. The questions have been worded so that "yes" answers indicate that you are getting something worth while from your work experience. "No" answers show you where you need some improvement.

Proper employer-employee relationships

	YES	NO
1. Do you accept criticism from your employer without resentment?	<input type="checkbox"/>	<input type="checkbox"/>
2. When you make an error, are you willing to admit it?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you avoid speaking ill of the product or service offered by your employer?	<input type="checkbox"/>	<input type="checkbox"/>

YES NO

4. Do you avoid gossiping about your employer and his business with other employees? ☐ ☐
5. Do you accept responsibility for doing things which you are not required to do? ☐ ☐
6. Are you economical of your employer's time and materials? ☐ ☐
7. Do you contribute constructive suggestions for your job? ☐ ☐

Acquiring good work habits

1. Are you regular and punctual in reporting for work? ☐ ☐
2. Do you plan your work carefully? ☐ ☐
3. Do you go ahead with your work without unnecessary delay? ☐ ☐
4. Do you avoid making careless mistakes? ☐ ☐
5. Do you finish up your work in a neat way? ☐ ☐
6. Are you neat in your personal appearance? ☐ ☐
7. Do you keep your temper under control at all times? ☐ ☐
8. Are you willing to do added tasks without griping? ☐ ☐
9. Are you willing to adjust your own plans to meet the demands of the job? ☐ ☐
10. Do you have a feeling of satisfaction in doing your work well? ☐ ☐

Cooperation with fellow-workers

1. Do you avoid words or actions which might cause friction with other workers? ☐ ☐
2. Are you willing to adjust your plans to meet the needs of your fellow workers? ☐ ☐
3. Do you help other workers when your work is done? ☐ ☐
4. Are you willing to give helpful information to new employees? ☐ ☐

Adjustment on the job

1. Are you capable of adjusting to the demands of different employers? ☐ ☐
2. Can you work well in different types of job situations? ☐ ☐
3. Have you shown that you can discard or modify work habits learned in previous jobs? ☐ ☐

Matching yourself and your work experience

SO FAR we have concentrated on the values of work experience in helping you to move from the world of school into the world of work. But work experience has even more advantages to offer you. For here is a good opportunity to find out all about different types of jobs and job fields, to discover what you *like* to do best, and what you *can* do best. In other words, you can match your interests and aptitudes with your work experience.

Andy Carter was taking a college preparatory course and had just enrolled in a laboratory science course in his junior year, when he got a part-time job working in a laboratory assisting the technician. Andy became quite interested in the work and began to seriously consider taking up chemistry as a career. Meanwhile, as a further test of himself to discover whether he really had an aptitude for chemistry, and whether his interest would continue, he arranged to take all the chemistry and other science courses offered in his school. In his case, Andy found out through his work experience that he liked a specific field, and he was able to follow up his interest through courses in school.

Work experience, used effectively, can help you discover important things about your interests and aptitudes, just as Andy's did. You may find, for example, that you like mechanical work, have manual and finger dexterity, and good judgment of speed and motion. Therefore, you might consider a job as a mechanic. Or perhaps you like to write and find that you are good at assembling and writing up facts rapidly—you could consider reporting as a profession.

Of course, you won't be able to try out all the possible occupations which may be open to you and which require various aptitudes that you have. But from among available work experience you may be able to select those jobs which fall in the occupational field in which you think you are most interested. For example, if you are considering the clerical field (shorthand, typing, filing, etc.) you may be able to get a clerical job in the school office. This job should help you find out whether you have the ability to do clerical work, and whether you would like to find your life work in this occupational field.

INTEREST INVENTORIES. Sometimes you have so many interests that it's hard to pin down specific ones. One method that has been developed for helping you analyze your interests is the interest inventory.

The Kuder Preference Record,¹ for example, measures interests in the following areas:

- | | | |
|------------------|---------------|-------------------|
| 1. Mechanical | 4. Persuasive | 7. Musical |
| 2. Computational | 5. Artistic | 8. Social Service |
| 3. Scientific | 6. Literary | 9. Clerical |
| | | 10. Outdoor |



These students are taking the Kuder Preference Record to measure their interests.

After you take this test, the results are computed, and it is determined in which field or fields your interests are highest. If you get a high score on the "Persuasive" scale, it means you like the type of work which brings you into contact with people. You like to sell and to give speeches. Therefore you might try to get work experience as a sales-clerk — or selling from house to house. A talk with your counselor or adviser will help you to determine what jobs will help you to get work experience in the various occupational areas in which you have high interests.

You may, on the other hand, want to try out in an occupational field in which your test does not indicate an interest. If you have never

¹G. F. Kuder, *Kuder Preference Record—Vocational* (Chicago: Science Research Associates, Inc.).

done any mechanical work, for example, you couldn't very well say that you disliked mechanical work. Actually getting a job as helper to a mechanic, or in factory, may give you an indication of your interest or lack of interest in this field. You might say that your work experience could serve as an on-the-job interest inventory. Another thing to consider before deciding definitely to get your work experience in only one field is that labor conditions may be such, when you're ready for a full-time job, that you won't be able to get a job in your chosen field. In that case you would want to be qualified for some other type of work. But more about this later.

APTITUDE TESTS. Aptitude test scores can also be useful sometimes in selecting work experience. If you outrank 75 per cent of high school juniors on the *Minnesota Vocational Test for Clerical Workers*,² for example, you might consider trying a clerical job. Or if you did well on a test of finger dexterity, you might arrange to get a job where you would have to use your fingers skillfully, such as operating certain



A test of manual dexterity will help to reveal your strong and weak points. types of machinery, or doing laboratory work, or factory work that involved assembling parts. However, you should not necessarily avoid

²New York: Psychological Corp.

trying any field just because an aptitude test showed a low score in that area. It is possible that you can learn the necessary skills for success, or that the test which you took was not a reliable measure.

HOBBIES. Another way of selecting work experience is by using your interest in a hobby as a guide. For instance, Dan Field was very much interested in photography and made quite a hobby of it. He managed to save enough money to buy a camera and some developing equipment, and took photographs in every free moment. He finally decided that he would like to get some professional experience and see how he liked it. So Dan got a job in a photographic studio where, after a while, he was allowed to help take some of the photographs, and also to develop them. He was so successful at it that he determined after finishing high school to get a full-time job and make photography his career.

SCHOOL RECORD. Another way of selecting work experience is to analyze your school reports. In what subjects do you pull down the A's and B's? In which do you do only passable work? If you find that you do well in art courses, you might try to get a part-time job in a commercial art shop. However, school grades can also show you what kind of work *not* to try. If you consistently get D's and F's in English, hate to write themes, compositions, and letters, failed a course in stenography and never got anywhere with your typing, it would probably be a grave mistake to aspire to a part-time job as a newspaper reporter.

Interest inventories, hobbies, aptitude tests, school subjects — all these things can help you in selecting work experience as a vocational tryout. Don't be too concerned, however, if you find it impossible to get work experience in line with your interests, hobbies, aptitude test scores, or success in school subjects. If all these things seem to indicate, for example, that you should become a doctor or a social case worker, it might be almost impossible for you to get any work experience in these fields. Also, when still in high school, it isn't always possible, or necessary, to make a definite decision about your future career. But most work experience, even if it isn't the answer to *the* future job for you, will nevertheless contribute a lot to your vocational choice when you finally *do* make a decision.

JOB FAMILIES. Now you've matched yourself — your interests and aptitudes — and your work experience. So we come to the matter of jobs. As we've shown above, your interests and aptitudes will usually fall into some *field* of work. Which means that there is no one job for you — or for anyone else. Jobs are related to one another in the same way as members of a family are.

By studying the characteristics of work in many different occupa-

tions, the United States Employment Service has developed job family classifications for jobs which are open to young, or beginning, workers. For example, nearly 100 jobs which require beginning workers to deal personally with people have been grouped into the *Public Contact* job family. In short, the worker has to "meet the public." And approximately 100 jobs which require attending to the personal needs of others have been classified into the *Personal Service* job family. Other groups of jobs have been classified in the same way.

ENTRY JOBS. Jobs have not only been classified into families but also into a beginning job classification. This scheme, known as the "Entry-Classification Structure,"³ was developed by the United States Employment Service. How was the classification worked out? This was accomplished by tabulating the occupations in which inexperienced job applicants were actually placed. Jobs suitable for beginning workers were named "Entry Jobs." The next step was to determine the characteristics necessary for success in these occupations.

As a result of its study, the United States Employment Service found that various groups of characteristics suggestive of probable success in one field are common to large groups of occupations. For example, it was found that dexterity in using fingers, as in operating a motion picture camera, was common to hundreds of occupations.



If work experience consists of activities like painting ceramic figures, it would be in the Artistic job family.

After the entry jobs had been classified into groups, job families

³War Manpower Commission, *Dictionary of Occupational Titles, Part IV, Entry Occupational Classification* (Washington, D. C.: Government Printing Office, 1944).

were named. For instance, the term *Artistic* was given to the jobs which involved painting stage scenery, making posters, modeling clay figures, and artistically arranging furniture.

CLASSIFYING YOUR WORK EXPERIENCE. The first step in using your work experience as a tryout for an occupational field is to decide in which job families your work experience belongs. You will find that the chart below will help you out.

Classification of your work experience⁴

DOES YOUR WORK EXPERIENCE INVOLVE:	THEN IT BELONGS IN THIS JOB FAMILY:
1. Painting, drawing, sculpturing, artistic arranging and similar activities?.....	ARTISTIC
2. Composing, arranging, directing, singing, or playing a musical instrument?.....	MUSICAL
3. Writing plays, poetry, magazine articles, criticizing written material or translating?.....	LITERARY
4. Amusing or informing the public by speaking, acting, dancing, dramatic reading, or impersonating?	ENTERTAINMENT
5. Instructing, guiding, or protecting people in the interest of their own and society's welfare?	PUBLIC SERVICE
6. Skills in laboratory science, analysis of metals, inspecting and testing of machines, and similar work in other areas?.....	TECHNICAL
7. Dealing with people in the planning, supervising, or coordinating work of an organization?.....	MANAGERIAL
8. Figuring problems by mathematics?.....	COMPUTING
9. Recording business transactions, checking receipts, expenses, and amount of goods produced, taking dictation, typing, and completing forms?	RECORDING
10. Filing, sorting, or delivering clerical records?.....	GENERAL CLERICAL
11. Dealing with people in order to make sales, demonstrate merchandise, supply information, adjust complaints, and make collections?.....	PUBLIC CONTACT
12. The preparation, handling, or cooking of food in home or public eating places?.....	COOKING
13. The care and amusement of children?.....	CHILD CARE
14. Taking care of others, especially with regard to their comfort, convenience, health, food, service, appearance, or cleanliness?.....	PERSONAL SERVICE
15. Planting, raising, harvesting crops, breeding and caring for livestock?.....	FARMING

⁴Adapted from definitions presented in the *Dictionary of Occupational Titles, Part IV*.

DOES YOUR WORK EXPERIENCE INVOLVE:

THEN IT BELONGS IN THIS JOB FAMILY:

16. Handling boats and related tasks connected with water transportation or fishing?.....MARINE
17. Cultivating, preserving, and caring for forests and the gathering of forest products?.....FORESTRY
18. The skillful use of tools and equipment and an understanding of how machines operate?.....MACHINE TRADES
19. The skillful use of hands, hand tools, or hand equipment?.....CRAFTS
20. Tending machines, inspecting testing machines, and guarding or tending equipment, property, or people against damage?.....OBSERVATIONAL
21. The use of fingers or hands in packaging, sorting, or feeding a machine?.....MANIPULATIVE
22. The use of physical strength in doing simple tasks?.....ELEMENTAL

If you still can't pin your own work down to a job family maybe these examples of work experience classified by job families will help.

WORK EXPERIENCE

JOB FAMILY

1. Drawing and painting posters for school play.....Artistic
2. Playing in school orchestra.....Musical
3. Reporting for school paper.....Literary
4. Singing for a social gathering.....Entertainment
5. Teaching Sunday school.....Public Service
6. Acting as laboratory assistant.....Technical
7. Business manager for school play.....Managerial
8. Keeping books for school store.....Computing
9. Recording absences in school office.....Recording
10. Part-time work as office boy.....General Clerical
11. Salesgirl in 5 and 10 store.....Public Contact
12. Helping cook in cafeteria.....Cooking
13. Baby Sitter.....Child care
14. Bellboy in a hotel.....Personal Service
15. Farmhand during summer.....Farming
16. Taking care of boats at summer camp.....Marine
17. Working in a greenhouse.....Forestry
18. Auto mechanic's helper.....Machine Trades
19. Making equipment for use in physics laboratory.....Crafts
20. Inspecting parts in a factory.....Observational
21. Running duplicating machine.....Manipulative
22. Delivery boy for grocery store.....Elemental

Keep a record of your work experience. Then classify the various jobs according to job families, and you'll have valuable information concerning the job families for which your work experience provides tryouts. The next chapter will show you how to evaluate your work experience in order to decide on the occupational field or fields for which you are best suited.

VII

Analyzing your work experience

WHILE many of the activities which a worker does in his job may be related most directly to one particular job family, it often happens that other parts of his job are related to other job families. This means that a single work experience may give you the opportunity to try yourself out in more than one job family. Take the fellow at the soda fountain. His job involves attending to the needs of others by serving them with food and drinks (*Personal Service*) and also getting along with customers (*Public Contact*). While this work is most directly related to the *Personal Service* job family, it is also related to the *Public Contact* job family.

One of the best ways of discovering and analyzing the values of your different jobs is to classify your various work activities into job families. This will help make clear to you how one job may help you to try yourself out in several occupational fields. "Work activities" means the various duties you have in connection with your job.

By using the description of occupational families which were presented back on pages 42 and 43 you will be able to make rough job classifications of your various work activities. Look at the following illustrations carefully. They will show you how your work experience may be

NAME Barbara Smith						
JOB	WORK ACTIVITIES	JOB FAMILY	LIKED	DIS- LIKED	DID WELL	FOUND DIFFI- CULTY DOING
Baby sitter	Taking care of 5-year-old	Child Care	x		x	
School cafeteria worker	Making sand- wiches	Cooking		x	x	
Department store clerk	Selling toys to cus- tomers at Christmas	Public Contact		x		x
Taught Sunday school	Instructing class of 10-year- olds	Public Service	x		x	

NAME Dick Strong						
JOB	WORK ACTIVITIES	JOB FAMILY	LIKED	DIS- LIKED	DID WELL	FOUND DIFFI- CULTY DOING
Stage carpenter and painter for school play	Using hand tools to build stage sets	Crafts	x		x	
	Painting scenery	Artistic		x		x
Soda clerk in drug store	Serving food	Cooking		x	x	
	Dealing with customers	Public Contact	x		x	
	Keeping account of receipts	Recording		x		x
	Mixing drinks— using machines	Observa- tional	x		x	
Helper on light truck	Carrying packages	Manual		x	x	
	Checking names and addresses	Recording		x		x

analyzed.

You will notice that Dick had three different jobs while he was going to school. One of these jobs (stage-carpenter) belongs in the in-school group of work experience. The other two (soda clerk and helper on a truck) were obtained through part-time employment. Barbara also got her work experience through in-school (school cafeteria worker) and out-of-school (baby sitter, Christmas department store clerk) jobs. In addition, she was able to try the field of public service by means of a community service job — teaching Sunday school.

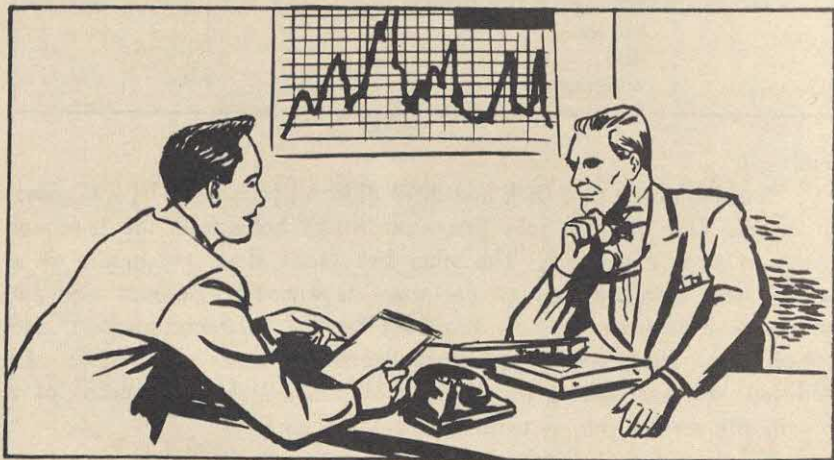
After you have analyzed your work experience, in the same way as the above two examples, you'll want to summarize the results of your findings. This summary should help you to understand the occupational families which best suit your interests and abilities as tested under actual working conditions. Examine the following summaries, which show

how their work experience helped Dick and Barbara to decide on their occupational fields.

NAME: Dick Strong

1. Job Families liked and did well — Crafts, Public Contact, Observational
2. Job Families disliked and found difficulty doing — Artistic, Recording
3. Job Families disliked but found no difficulty doing — Cooking, Manual

Dick liked and considered that he did well in several of the work activities classified under Crafts and Public Contact. The other job families in which he had experience did not appeal to Dick. In the spring of his senior year he consulted the placement officer of his school and learned that there were very few opportunities for apprenticeship training in crafts in his particular community. There were, however, good opportunities in the public contact field. So Dick decided that after graduation he would try a full-time job in the public contact field, although not anything that would involve routine checking, as he had discovered that he did not like recording work. The placement officer told him of a local furniture store which wanted a young man to call on people who had recently moved into the city to induce them to buy furniture. Dick applied for and got the job, and found that he liked the work extremely well.



Analyzing your work activities will help you make a job decision.

Now let's consider Barbara's analysis of her work experience. She had received high grades in school and her parents were able to send her

to college. For what occupation could she train which would enable her to utilize her interest both in child care and in public service? After talking the matter over with her counselor, Barbara decided to enter a college where she could prepare for a career as a teacher. Later on she could plan to specialize in teaching whatever subject she found her greatest interest in. This field of work would enable her to come into contact with children — work which she had discovered she liked, both through her employment as a baby sitter and as a Sunday school teacher — and also to be of service to the community.

Just as Dick and Barbara found it worth while to analyze their work experience, you will discover that analyzing your work experience will assist you in trying out several different job families. You will find it helpful to talk over with your counselor or adviser the results of your analysis.

In a booklet of this kind it would be impossible to list all the different jobs in each of the occupational fields, or job families, which we have described. However, to show the general nature of the jobs, we shall list a few for each occupational field, which should give you some idea about the types within each job family.

ARTISTIC

advertising
layout man
commercial
artist
industrial
designer

MUSICAL

arranger
chorus
master
composer
orchestra
leader

LITERARY

playwright
poet
translator
reporter
advertising
copywriter

ENTERTAINMENT

actor
radio announcer
radio program
director

PUBLIC SERVICE

governess
librarian
teacher
social worker
playground
director
detective

TECHNICAL

dental
assistant
physician's
assistant
chemist
engineer
accountant

MANAGERIAL

employment
manager
sales
manager
restaurant
manager
foreman

RECORDING

bookkeeper
paymaster
real estate
clerk
secretary

GENERAL CLERICAL

file clerk
mail clerk
parcel post clerk

PUBLIC CONTACT

information
clerk
ticket agent
salesclerk

COOKING

ice cream
maker
cafeteria
counterman

PERSONAL SERVICE

waiter
airplane hostess
taxi driver
barber

CHILD CARE

infant's
nurse
teacher

FARMING

stock farmer
milking machine
operator
grain farmer

FORESTRY

fish and game
warden
wood chopper
woodsman

**MACHINE
TRADES**

tool and die
maker
machinist

CRAFTS

electrician
radio technician
carpenter
bricklayer
spray painter

**OBSERVA-
TIONAL**

watchman
motion picture
operator
inspector

MANIPULATIVE

band saw
operator
riveter
model maker
color mixer

ELEMENTAL

houseman
hand trucker
ice handler

COMPUTING

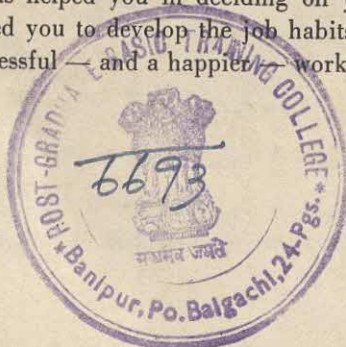
freight rate
clerk
pay-roll
clerk

MARINE

boatswain
fisherman
trout
farmer

When attempting to analyze your work experience you will have to take into consideration other things which you know about yourself, in addition to the work which you have done. If you do rather poorly in your school work, for example, it isn't likely that you will be successful in an occupational family which requires a great deal more education.

Once you have decided, on the basis of your knowledge of yourself and your work experience, what occupational family you wish to enter, your next step is to determine which jobs within the family hold the most promise for you. Here again you will find it helpful to talk the matter over with your school counselor. He will have occupational information concerning the job opportunities within each occupational field. So, relating the results of your work experience to the occupational information you have gained, should enable you to make plans for the future. You may still not know *exactly* what you want to do, but you will probably have some definite ideas upon which to build. And you will find that your work experience has made two important contributions: (1) it has helped you in deciding on your future vocation; and (2) it has helped you to develop the job habits and skills that will make you a more successful — and a happier — worker.



For more information . . .

More information on some of the subjects discussed in this booklet can be found in the following books and pamphlets, which are available at your school or at the public library. Ask your counselor or librarian about them.

- Bedford, James H. **Your Future Job**. Los Angeles: Society for Occupational Research, Ltd., 1950. This book gives up-to-date information on a variety of occupational fields. The first half discusses how to choose and land the right job. Later chapters describe various occupations, including facts about the nature of the work, earnings, working conditions, and required training.
- Brewer, John M., and Landy, Edward. **Occupations Today**. New ed. Boston: Ginn and Co., 1949. In this book, the authors deal with modern forms of work and types of occupations. How you can find out about jobs, how your school activities relate to work, and how you can prepare for and enter your chosen vocation are all discussed. The information and ideas in this book will help you make the most of your work experience.
- Detjen, Mary Ford, and Detjen, Ervin W. **Your Plans for the Future**. New York: McGraw-Hill Book Co., 1947. The latter part of this book deals with planning for and entering the occupational world. There are chapters on analyzing yourself, studying occupations, getting your first job, and keeping that job.
- Dreese, Mitchell. **How to Get THE Job**. Chicago: Science Research Associates, 1949. This booklet discusses how to choose the right job, the labor market, how to look for a job, planning your campaign, and landing your job. The importance of work experience in getting a permanent job is stressed.
- Humphreys, J. Anthony. **Choosing Your Career**. Chicago: Science Research Associates, 1949. One value of work experience is the help it can give you in your choice of a career. This booklet explains other important considerations in career choice—learning about yourself and about available jobs, relating yourself to particular jobs, and evaluating job opportunities.
- Kaufmann, Fritz. **Your Job**. New York: Harper and Bros., 1948. This useful book discusses choosing and landing a job, and a worker's rights and responsibilities.
- Kitson, Harry D. **I Find My Vocation**. 3d ed. New York: McGraw-Hill Book Co., 1947. This book outlines the steps you should take in choosing a field of work and explains how to investigate different kinds of occupations. There are chapters on training for jobs, the technique of getting a job, the special problems of rural youth and young women, and the changes that must be expected in the occupational picture.
- Kuder, G. Frederic, and Paulson, Blanche B. **Discovering Your Real Interests**. Chicago: Science Research Associates, 1949. This booklet emphasizes the important part interests play in your vocational and personal life, what interests there are, and how to discover yours. A job chart is included.
- Schloerb, Lester J. **School Subjects and Jobs**. Chicago: Science Research Associates, 1950. This booklet shows how high school subjects help prepare you for your job future. A chart covering 266 representative occupations tells what school subjects are directly helpful in the performance of these jobs.
- Worthy, James C. **What Employers Want**. Chicago: Science Research Associates, 1950. This booklet explains—from the employer's point of view—what he wants in a worker, how he discovers whether you have these qualifications, and what it takes to succeed and advance on a job.

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How to Solve Your Problems
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What Are YOUR Problems?
What Is Honesty?
What You Should Know
About Social Class
Your Behavior Problems

MY HOME AND FAMILY

Getting Along with Brothers
and Sisters
How to Live with Parents
Money and You

GETTING ALONG WITH OTHERS

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Growing Up Socially
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Guide to Good Leadership
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Our World of Work
School Subjects and Jobs
Should You Go to College?
Understanding Our Economy
Understanding Politics
What You Should Know
About Parenthood
What Employers Want
You and the Draft
You and Unions
You and Your Mental Abilities
Your Personality and Your Job

THINGS IN GENERAL

Enjoying Leisure Time
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How to Be a Better Speaker
Keeping Up with the News
What You Should Know
About Communism